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ABSTRACT

This collection of essays focuses on the role of psychological and cultural foundations in teacher education. Following an introduction by the editors, the 12 essays are as follows: "Reconnecting Foundations to the Substance of Teacher Education" (Lee S. Shulman); "A Reconceptualization of Educational Foundations" (Jonas F. Soltis); "Educational Psychology as a Foundation in Teacher Education: Reforming an Old Notion" (Penelope L. Peterson, Christopher M. Clark, and W. Patrick Dickson); "Classroom Knowledge as a Foundation for Teaching" (Walter Doyle); "Race and Ethnicity in the Teacher Education Curriculum" (William Trent); "The Role of History in the Education of Teachers" (Paul C. Violas); "Examining Gender as a Foundation within Foundational Studies" (Glorianne M. Leck); "Some Maxims for Learning and Instruction" (Richard C. Anderson and Bonnie B. Armbruster); "Motivation: What Teachers Need To Know" (Carole A. Ames); "Essentials of Student Assessment: From Accountability to Instructional Aid" (Robert L. Linn); "Inside the Classroom: Social Vision and Critical Pedagogy" (William Bigelow); and "Case Studies--Why and How" (Harry S. Broudy). (SM)

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